

BASELINE LEARNER ASSESSMENT

1. Unique Tangerine ID

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2. Learner name:

3. Learner Surname: _____

4. Age _____ 5. Sex: Boy ___ Girl ___

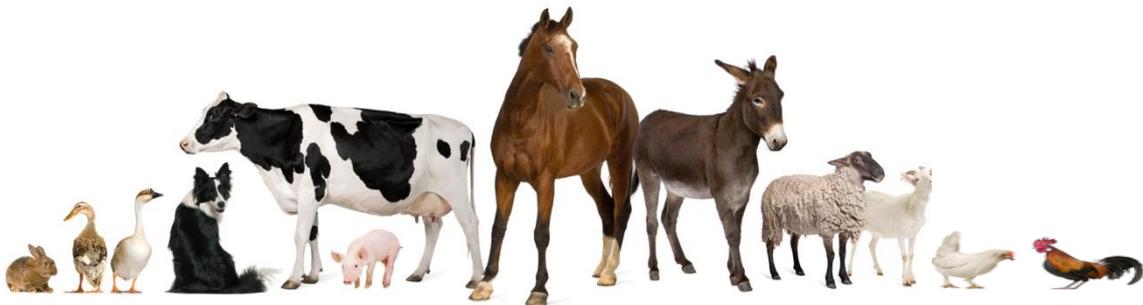
6. Grade and Class _____ (e.g. Gr 1B)

7. Teachers Name : _____

8. Teachers Surname : _____

TASK 1. NAMING THE ANIMALS

“Have a look at the picture. Tell me the names of all the animals you see”



1. rabbit	2. duck/ duckling/ bird	3. dog	4. cow
5. pig	6. horse	7. donkey	8. sheep
9. lambs	10. goat	11. chickens/ chicks	12. rooster/cock

TASK 2: AUDITORY SEQUENCING/WORD RECALL

“I am going to say some words to you slowly and I want you to remember them and then say them back to me”

“Let’s first start with an example. Please repeat these words when I finish. **“book – ate”**; **“money-people”** Now it’s your turn please repeat the words I just said. Good, ok lets do more of these.”

2.1 WORD RECALL

1. cula	jika			
2. vela	xoxa	qala		
3. sika	itiye	indlebe	baleka	
4. indoda	izitsha	umhlobo	incwadi	umntwana

2.2 NON-WORD RECALL

1. mani
2. inxhovi
3. zohlamvu
4. noyiqoqo
5. qinisokisa

TASK 3: PHONEME ISOLATION OF INITIAL SOUNDS

“I’m going to say a word and I want you to tell me the first sound of the word not, the name”.

“Let’s first start with an example. The first sound in the word **top** is **t**. What does the word **big** start with ? **b**. Lets try another example. What does the word **play** begin with? **p**. Good let’s do more of these.”

1. cup	c
2. farm	f
3. apple	a
4. ten	t
5. sharp	sh

TASK 4: STORY COMPREHENSION

“I am going to tell you a short story now and then afterwards I will ask you some questions. Please listen carefully, I am going to only read it once”

Last night it rained all night. In the morning we ran to school in the rain. At school we took off our wet shoes and socks. After school we played in the mud. When we got home Mother made us wash.

Where did they go in the morning?	school
Why did they take their shoes and socks off?	They were wet
When did they play in the mud?	After school/before going home/on the way home
What did Mother tell them to do?	wash

TASK 5: LETTER SOUND RECOGNITION

“Look at these letters.” (Point to the letters provided on the sheet). I would like you to look at them and tell me the letter sound.

Let’s start with an example: b m s f

The first is **b**. What is the next sound? Go on to the next letter. Good.

Now here are some more letters. I’d like you to start here,” (point to the first letter on the Chart and continue pointing to each word) “and move across the page.” (Point across the page.)

“When I say, ‘Begin’, read the words as best as you can.

Are you ready? Begin

s	m	t	a	p	f	c
r	b	l	i	g	n	d
h	j	k	w	o	u	

TASK 6: WORD RECOGNITION

“Look at these words.” (Point to the words provided on the sheet). I would like you to look at them and tell me the word

Let’s start with an example: **mom apple**

Now here are some more words. I’d like you to start here,” (point to the first word on the Chart) “and move across the page.” (Point across the page.)

“When I say, ‘Begin’, read the words as best as you can. Point to each word as you read it.

Are you ready? Begin

this	but	his	from	they	we
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TASK 7: SENTENCE READING

“Please try to read these sentences”

1. Keep it.
2. I see him.

Task 8: Visual perception

“Look at the two pictures carefully. There are many differences between the two pictures – but you have to look carefully to see them. “

“Let’s try an example, look at the **bananas**, there are two in the one picture and three in the other picture.”

“Now please find as many differences between the pictures as you can. Point at the difference you see. “



clock hands	different hills in picture	shapes of cupboard handles
dolls instead of bowl	drawing of face on white plate	cat holds lollipop rather than spoon
two bananas instead of three	different shaped and coloured biscuit	no pin in grandmother's bun
child wears socks versus barefooted	child with mouth closed versus tongue out	

Task 9 : ENGLISH VOCABULARY

“Have a look at this picture” (Same as task 1.) Do you remember it? It was the picture we started with.”

“I’m going to tell you the names of the animals in English and I want you to point to the animal I say.”

1. Show me the **dog**.
2. Show me the **chicken**
3. Show me the **goat**

Now I’m going to point to an animal and I want you to tell me the English name for the animals I point to.

4. What is that in English? (**Point to the cow**).
5. What is that in English? (**Point to the pig**).
6. What is that in English? (**Point to the sheep**).